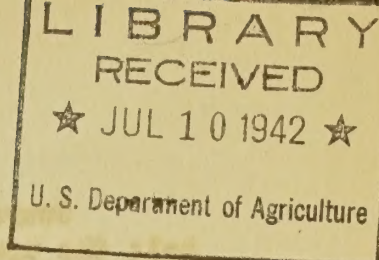


United States Department of Agriculture  
U. S. EXTENSION SERVICE  
Washington, D. C.



EDUCATIONAL PROGRAM ON CONTROLLING THE COST OF LIVING<sup>1/</sup>

The Situation

Inflation is no longer a theory! To a painfully substantial degree it is a fact.

Since the outbreak of the war in September 1939, prices of basic raw materials have risen 66 percent; wholesale prices have advanced 31 percent; retail prices of foods, clothing, and house furnishings have risen 25 percent.

The momentum of price increases has accelerated rapidly during the last 12 months. We are entering a severe stage in which the upward movement of prices will increase both in magnitude and in tempo.

These price increases resulted from an unparalleled growth in the number of dollars available to the American buying public. They are working longer hours at higher wages; they are doing larger volumes of business. The increase in taxes, and the sales of war savings bonds have not yet drained off purchasing power anywhere near as rapidly as it has increased. The result is increasingly heavy pressure of buying power on a diminishing supply of civilian goods and consequent upward drives of prices.

If unchecked, rising purchasing power and prices would:

- (1) Make even more difficult the already stupendous task of reaching maximum possible production of war goods, and holding civilian consumption to the minimum level consistent with health and working efficiency.
- (2) Multiply the cost of buying war materials. (Price increases since September 1939 will increase by 35 billion dollars the money cost of the war program now authorized. This price increase alone is more than the total cost to the United States of the first World War.
- (3) Deprive persons with small incomes of the necessities of life.
- (4) Jeopardize such things as savings, investments, life insurance.
- (5) Cause a post-war depression that would make the last one seem like a picnic.

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<sup>1/</sup> Suggestions submitted by a committee from the Federal and State Extension Services at a conference in Washington, D. C., April 29-May 2, 1942.



### The Government Had To Act

Courageous and prompt action had to be taken by the Government to halt the upward price spiral. On April 27, President Roosevelt announced his seven-point plan for stabilizing the cost of living and fighting. Briefly, these included: (1) Tax heavily; (2) place price ceilings on goods and rents; (3) stabilize wages and salaries; (4) stabilize prices of farm products; (5) encourage increased purchases of War Bonds; (6) ration all essential commodities that are scarce; and (7) discourage installment buying and encourage the paying off of obligations.

On the next day, the OPA announced its spectacular decision to place ceilings on nearly all prices charged by retailers, wholesalers, manufacturers and producers of raw materials. The only important cost-of-living exceptions were certain food products.

Price control of such drastic and far-reaching nature requires a concerted and continuous attack on the seven fronts outlined by the President to make it work effectively. Further than that, it requires the understanding and support of every segment of the population.

### What Is Extension's Job?

The task confronting the Extension Service is to take the lead in explaining this program to farm men and women. In his memorandum of February 11 outlining the wartime responsibilities of Extension, Secretary Wickard declared: "Every Extension worker has the responsibility of keeping intimately informed on price relationships, marketing problems, and related factors and of conducting widespread educational work to promote the fullest farmer understanding."

The memorandum further states: "Extension ... should see to it that no farmer or farm woman in America is left in the dark as to the why and how of all public effort affecting rural welfare."

In Memorandum No. 975-17 to State and county War Boards dated April 27, 1942, Acting Secretary Grover B. Hill said:

"I am depending on the Extension Service in each State to carry on for the Department general educational work to acquaint farmers with the Government's program for holding down the cost of living, and their part in the program."

Since the USDA War Boards in each State and county have been given responsibility for correlating and stimulating the work of Department agencies in support of the anti-inflation program (see Memorandum 975-17 of April 27, 1942), extension directors as members of the War Boards should consult regularly with the Boards with reference to educational plans being developed and carried out.

### Plan for Meetings

The committee recognizes that operation of an educational program in the States will find considerable variation in plans and procedures.



This discussion, therefore, outlines a number of general recommendations that may be helpful to the several States as they formulate and initiate their programs.

That the Extension Service is expected to assume responsibility for general educational work for the Department of Agriculture has already been emphasized. To meet this responsibility will require that early and complete plans be drawn in each State to explain the situation and the proposed activities to leaders in the rural field.

Four main jobs confront the Extension Service in developing an educational program for achieving complete understanding and general acceptance by farm people of the necessity for preventing runaway prices:

1. Thorough preparation of members of the Extension staff for the job to be done.
2. Obtaining the cooperation of various governmental agencies, farm organizations and other rural groups.
3. Further development and use of the neighborhood leadership system to reach all rural families.
4. Full utilization of other educational methods that will give wide understanding of the civilian sacrifices that must be made to assure successful prosecution of the war effort.

Against this background, the following suggestions are offered:

A. Hold regional Extension conferences (3 to 6 States).

1. Suggested attendance: Extension directors, and others who will take a major part in carrying out the program; and representatives from the Federal Extension Service and OPA.
2. Purpose.
  - a. Consideration of the background situations that make price fixing, rationing, and other anti-inflation measures necessary should be presented and discussed.
  - b. Consideration of Extension's responsibilities with the general educational program in relation to these civilian war efforts and cooperation and assistance which might be available from other agencies and organizations.
  - c. Discussion of the neighborhood leadership system and other educational procedures to bring about understanding by rural people of the necessity for these moves.

SEP 17 1942



d. Outlining immediate steps each State will take to develop its educational program, including development of the procedures to be used.

B. As the member of the State War Board responsible for general educational work, each State director of Extension should arrange for a State meeting of administrative heads of governmental agencies, farm organizations, commodity groups, commercial organizations, civic and educational groups, ministerial associations, and individual leaders whose influence is felt in rural circles. With the help of proper OPA personnel, the situation would be thoroughly discussed, and the proposed program of the Extension Service presented.

C. Hold State Extension conferences.

1. Suggested attendance:

- a. Largest possible number of State Extension staff.
- b. Representatives of OPA, Federal Extension Service if possible.
- c. Several county agricultural and home demonstration agents.

2. Purpose:

- a. To acquaint the entire Extension staff with the background which makes an anti-inflation program necessary.
- b. Extension's responsibilities in carrying forward a general educational program in relation thereto.
- c. Procedures which will be followed in that State with emphasis on the neighborhood-leader system.

D. Hold district meetings of county extension workers and representatives of other agencies and groups.

E. Hold county meetings with even wider representation of other groups than that possible on a district basis, and lay specific plans for an active educational program in the county.

F. Extension agents hold necessary meetings to explain the program and instruct community and neighborhood leaders.

#### Use of the Neighborhood Leader System

In response to the Secretary of Agriculture's assignment, the Extension Service is developing a neighborhood-leader system capable of



reaching every rural family with agriculture's wartime program. The immediate issue challenging this leadership is the program to control the cost of living.

A. General observations regarding the use of the neighborhood leader plan:

1. Everyone, including neighborhood leaders, is giving his time and attention primarily to the winning of the war now, but it should be made clear that neighborhood leadership will also be needed in the post-war period.
2. The neighborhood leader is essentially a contact person, since the neighborhood-leader system is designed to reach the "last man."
3. Since neighborhood leaders will be called upon repeatedly to contact the families for which they are responsible, it is necessary that they first prepare a definite list of all families within their respective neighborhoods.
4. Although the strength of neighborhood leaders will be determined by the number of important things they are able to accomplish, care must be used not to impose upon them as individual men and women by calling upon them to do too many things.
5. Neighborhood leaders should be recognized as responsible for the wartime efforts of their respective groups.

B. Service to neighborhood leaders:

1. Whenever neighborhood leaders are to be made responsible for this particular activity they should be given a definite assignment on this job.
2. The success of neighborhood leaders in dealing with this program will depend upon the adequacy of their training. Some of this training will necessarily be given through group leader-training meetings. Additional training and assistance can be given neighborhood leaders through letters, literature, telephone calls, and personal visits.
3. Materials needed by neighborhood leaders:
  - a. An outline of materials needed for initiating the program through neighborhood leaders is discussed under subject-matter material needed.
  - b. Special leaflets will need to be provided from time to time as the program proceeds.
  - c. Provide folders for neighborhood leaders in which to keep materials on the program to control the cost of living.



4. Provision should be made for neighborhood leaders to report periodically on the work accomplished, problems encountered, and the reactions of their neighbors.

C. Service by neighborhood leaders to farm families:

1. Neighborhood leaders should call families together in local meetings on appropriate occasions.
2. Contacts should be made with individual families to carry information to them and to get responses from them as needed.
3. Leaflets and other appropriate materials should be handed directly to individual families.
4. Neighborhood leaders should act as general centers of information regarding the anti-inflation program.
5. Neighborhood leaders should be able to direct individuals to sources of additional information.

Other Educational Methods

The educational methods used, in addition to the neighborhood-leader plan just described, will be those which experience has demonstrated can best do the job. They will vary as usual according to local conditions. Some that seem best adapted to this task are:

1. Personal contact and presentation by members of the Extension staff at conferences and meetings of farm organizations, commodity committees, farmer cooperatives, home demonstration clubs, 4-H Clubs, market committees, trade groups, and handlers of agricultural products, etc.
2. Because of the need for explaining agriculture's program and contribution to lowering the cost of food through adequate production and efficient distribution, special attention should be given to meetings with, and information for, nonagricultural groups such as service clubs, bankers, women's clubs, and consumer groups.
3. Current economic and outlook information releases, with additional special pamphlets, circular letters, news articles, etc., designed to fit the special needs of various groups.
4. Radio appearances on regular programs and special programs at timely intervals.
5. Distribute pamphlets, film strips, and other visual aids for the use of county agents, discussion leaders, grange lecturers, vocational teachers, rural ministers, and others working with groups of farm people.
6. Farm and home accounting, and farm and home financial planning services, designed to help farm people budget ahead for cutting down on spending, paying debts, providing for the purchase of bonds, preparing for payment of taxes, etc.



### Subject-Matter Materials Needed

The committee feels that the big need is for subject-matter that simply and clearly explains the necessity for the program. It is necessary to explain that this is the civilians' part in the war; that the more guns and planes and tanks we make, the less we will have to eat and wear and enjoy; that the public will have more to spend, still there is less to buy; and that everybody must make a reasonably equal sacrifice. This type of subject matter must precede and go along with any successful program to explain what prices are controlled and how, and other details of how the program works.

State and county Extension offices have already been sent a copy of the President's message to Congress, the General Maximum Price Regulation, a press release and questions and answers on the price regulation, the rent control order, a statement by Price Administrator Henderson, a copy of a letter from Assistant Secretary of Agriculture Hill to all War Board members, and a letter from Director Wilson. Clarified policies and new developments will be sent to Extension workers as rapidly as possible.

The committee recommends that the following specific materials be sent to State Extension workers:

1. The 8-page statement (primer), which we understand the Office of Facts and Figures is preparing, summarizing the entire program, need for it, etc. Additional copies to be available for neighborhood leaders and other distribution requested by the State Extension offices.
2. A 16-page mimeographed pamphlet on the application of the price order to agriculture. U. S. Department of Agriculture.
3. A more detailed handbook on the entire program and its particular application to agriculture, which we understand the Department of Agriculture is preparing.
4. A suggested outline of Responsibility of Neighborhood Leaders in the program for Controlling Cost of Living. (See Appendix A.)
5. A suggested check list for farm families, Our Plan for Changing Our Family Spending, distributed through neighborhood leaders, and on which the family would check the things it can do, keeping the check list for its own use, not turning it in. (See Appendix B.)
6. Suggestions and questions for discussion. These might be used by neighborhood leaders. (See Appendix C.)
7. Dramatic Skit: The purpose of the suggested skit is to provide a short one-act play running from 3 to 6 minutes, which can be used to promote discussion at community meetings. (See Appendix D.)



8. Suggested leaflets, news, radio, and other material to be localized in the States, telling in simple style the definite requirements, the adjustments, and the theme of the whole program as it applies to a State, a region, or even a community.

9. Visual aids.

a. Chart book and charts.

Charts provide an effective way by which many persons see the changes that occur over a period of time. The Committee recommends that a chart book be prepared by the Department of Agriculture for use at the State and County level. This book should include 10 to 15 charts, some of which may be animated. These charts should be available in larger sizes at cost. All charts should be prepared so the Extension agent can keep them up to date.

The following list is suggested:

- (1) National Economic Policies to Control Cost of Living.
  - (a) Tax heavily and hold profits down.
  - (b) Fix ceilings on wholesale and retail prices.
  - (c) Stabilize wages paid to workers.
  - (d) Stabilize prices received by farmers.
  - (e) Encourage the purchase of War Bonds.
  - (f) Ration essential commodities that are scarce.
  - (g) Discourage credit and installment buying and pay off debts.
- (2) Wholesale Prices of Farm and Non-Agricultural Products (Neg. 23549).
- (3) Price Level of First World War and World War No. 2 Interposed (Neg. 39520).
- (4) Wholesale Prices of Controlled and Uncontrolled Commodities (Neg. 39810).
- (5) Comparison of Prices Received and Paid by Farmers--1910 to date (Neg. 39935).
- (6) National Income Available for Living (Neg. 32916).
- (7) Income per Capita on Farms and Not on Farms (Neg. 39402).
- (8) Agricultural Production Prices and Income in the United States--1910 to date (Neg. 39408).



9. Visual aids - Continued.

- (9) Factory Production in the United States (Neg. 39160).  
(Bring up-to-date and extend through 1943).
- (10) Cash Farm Income from Marketings and Wage Income of Industrial Workers--1910 to date (Neg. 39972).
- (11) Supply of Farm Labor and Factory Employment (Neg. 21524).
- (12) Value of Farm Property in United States, Jan. 1, 1910 to date (Neg. 39407).
- (13) Government and Private Debt, United States, 1921 to date (Neg. 35653 AAA).
- (14) Prices Paid by Farmers for Food, Clothing, and Family Maintenance--1910 to date (Neg. 242143)

b. Drawings or cartoons.

Suggested drawing or cartoons should be made available to State Extension offices for use in circular letters, mats, leaflets, etc.

- c. A film strip prepared by the Federal Extension Service as soon as possible to picture this program as a part of the war program. This should illustrate: The purpose of, and need for, the program to keep down living costs, price and cost trends in this and the last war, the sacrifices involved, etc.

10. Radio.

- a. The committee recommends that the Secretary of Agriculture and the Director of Extension make fullest possible use of the National Farm and Home Hour and of the national broadcasting facilities in connection with this program. The Secretary might well explain the reasons for, and the nature of, Agriculture's part in holding down the rising costs of living and winning the war. The plan for getting the necessary and timely information to every rural family through neighborhood groups and neighborhood leaders might be facilitated by evening radio programs that could be heard by neighborhood groups called by their leaders.
- b. The art of the radio script writer should be used. Flashes, 4-H skits, homemaker chats, price reports, crop outlooks, the drama of everyday on the farm front - all these and many other forms can be dressed up at the State and county extension offices. Showmanship is needed to match the attraction of commercial programs.



10. Radio - Continued.

c. Use neighborhood leaders on local radio programs. More than 20 stations are being used in some States to carry the message of Extension workers and their aids, the volunteer leaders, farmers, homemakers, and youth. One county has brought 900 individuals before the mike in a 5-year period.

11. Additional literature.

Well-presented short articles explaining the program will appear from time to time which may well be given distribution to Extension workers and to neighborhood leaders. Reprints of such articles should be obtained in sufficient quantity for the desired circulation. The committee has two specific suggestions at this time:

a. Article prepared for an early issue of Consumers' Guide entitled, "Hold that Ceiling," a series of questions and answers in simple language to help the consumer understand the price-control program.

b. Request that a similar article directed especially to farm families be prepared and sent to Extension workers.

12. Materials for farm people generally.

The committee feels that whatever material is prepared for mass distribution to the public should be short, simple, and very much to the point. It feels that one or two such publications would be far more effective than to flood farm people with large volumes of material that they would not read or could not clearly understand. In general we suggest one or more attractive leaflets telling the need for the program to hold down the cost of living, the philosophy involved, sacrifices that will have to be made, the effect of this program on farmers as producers and upon the farm family as consumers, and other general features of the program. This can best be done on the State level in terms of local commodities and conditions.



## APPENDIX A

### RESPONSIBILITY OF NEIGHBORHOOD LEADERS IN THE PROGRAM FOR CONTROLLING THE COST OF LIVING

It is your responsibility as a neighborhood leader to get every farm family in your neighborhood to make the largest possible contribution to the national program for controlling the cost of living. This involves the following specific responsibilities:

1. Developing among your neighbors an understanding of their stake in the war and the part each farm family is expected to play.
2. Keeping all farm families in your neighborhood informed about the program.
3. Stimulating the farm families in your neighborhood to carry out the activities that are recommended by:
  - (a) Holding neighborhood meetings to discuss reasons for the program.
  - (b) Getting material for discussion meetings.
  - (c) Getting leaflets for distribution to members of group.
  - (d) Distributing and discussing use of check sheets with all families.
  - (e) Visiting personally those neighbors not attending meeting or get someone else to visit them.
  - (f) Keeping neighbors informed of latest developments.
  - (g) Following up on progress and problems.
  - (h) Reporting current progress and problems encountered to community and county leaders.
4. Helping your neighbors increase the level of production of farm products needed in the war effort.



## APPENDIX B

(For family use only - Not to be collected by anyone)

### OUR PLAN FOR CHANGING OUR FAMILY SPENDING To Aid the National War Effort

President Roosevelt has said: "The achievement of victory in war and security in peace requires the participation of all the people in the common effort for our common cause." "Safeguarding our economy at home is the very least that our soldiers, sailors and marines have a right to expect of us civilians ..... "The result will mean that each and every one of us will have to give up many things.....We shall have to live our lives with less.....Our standard of living will have to come down."

(Check on this sheet the things your family will try to do and add others. This is your plan, keep it and follow it)

#### WE PLAN TO BUY LESS FOR OUR OWN USE AND TAKE CARE OF WHAT WE HAVE

Check here

- (1) We will not hoard things that are scarce. \_\_\_\_\_
- (2) We will pay cash instead of using the installment plan. \_\_\_\_\_
- (3) We will raise more of our own food and feed and buy less. \_\_\_\_\_
- (4) We will buy less of such things as sugar, candy and soft drinks which are not important to maintaining our health. \_\_\_\_\_
- (5) We will repair farm and home equipment and remodel our clothing and buy less. \_\_\_\_\_
- (6) To save gas, rubber, and metals we will drive our car only \_\_\_\_\_ miles a year. \_\_\_\_\_
- (7) We will save paper, scrap metals, and rubber. \_\_\_\_\_
- (8) Other things for which we will spend less are: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

#### WE PLAN TO HELP PAY FOR THE WAR!

- (9) This year we will invest in war bonds and stamps. (\$ \_\_\_\_\_) \_\_\_\_\_
- (10) We will pay our income and property taxes promptly. (\$ \_\_\_\_\_) \_\_\_\_\_
- (11) We will reduce our debts. (\$ \_\_\_\_\_) \_\_\_\_\_

#### WE PLAN TO PRODUCE MORE OF THE NEEDED FARM PRODUCTS

- (12) This year we will strive to increase the production of the following needed farm products: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## APPENDIX C

### SUGGESTIONS FOR THE LEADER OF NEIGHBORHOOD GROUP MEETINGS

#### Getting Ready

1. If possible, arrange group in circle, so each person can see every other person.
2. Let all stay seated during discussion, including leader. Keep it informal. Make everybody comfortable.
3. See that everybody knows everybody else. If strangers are present, go around the circle; each person introduces himself.
4. Start on time, and close on time.
5. Make your own preparation for the discussion. Think some questions through in advance; facts that others do not have are helpful. Aim to tie up experiences of members with the questions to be discussed.

#### Carrying On

1. In opening, emphasize: Everyone is to take part. No speeches, by leader or group member. Limit individual contributions to a minute or so.
2. Aim at outset to get sharply defined questions before the group. Suggest three or four and ask: "Which do you want to start with, or do you have a better one?"
3. Keep discussion on the track; keep it always directed, but let the group lay its own track to a large extent. Keep the talk among the group, not to and from the leader.
4. Remember that the leader's opinion doesn't count in the discussion. Keep your own view out of it. Your job is to get the ideas of others out for an airing.
5. If you see that some important angle is being neglected, point it out: "Bill Jones was telling me last week that he thinks . . . . What do you think of that?"
6. Keep the spirits high. Encourage ease, informality, good humor. Let everybody have a good time. Listen with respect and appreciation to all ideas, but stress what is important, and turn discussion away from what is not.
7. Before closing, summarize the points made by the group and call attention to unanswered questions for future discussion.



Suggested Questions for Neighborhood Meetings

1. What are we fighting for? What are we fighting against?
2. Why do prices go up in time of war unless Government does something about them?
3. Why are we all being asked to spend less for things we use and instead buy bonds and pay off debts?
4. Why are prices which go up and up, bad for us all?
5. Why are farmers being asked to work harder and produce more farm products?
6. How will farmers be helped through the fixing of retail prices?
7. What are some of the ways of keeping wages of labor from rising too much in relation to farm prices?
8. If the fixing of prices to the consumer should result in unfavorable prices for farm products, what should be done?
9. What more can the families in this neighborhood group do to help win the war?

Other Questions To Be Added by the Leader

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.



APPENDIX D

NO HANDLEBARS

An Inflation Drama

in

One Act

by

Don Bennett

Visual Instruction Specialist

Visual Instruction and Editorial Section

Extension Service, U. S. Department of Agriculture

(8-9 minutes)

Cast

- Mother..... A typical farm woman, motherly type, slow-spoken and not given to emotion. Basically sound, but not quick thinking.
- Jane..... Daughter of the family. About 18, pretty, snappy, modern but energetic. A neat dresser.
- Father..... Quiet, unemotional type. Sturdy, clear-thinking, a good farmer and father. Kindly when deeply stirred, at other times somewhat brusque to hide his generosity.
- Henry..... 16-year-old son of the family. Thinks women are queer creatures to be tolerated as a necessary evil. Just knows they haven't a single brain cell.



(As the curtain rises we discover a farm kitchen, Mother and daughter setting the table after washing the dishes. Two men's work hats are hanging on pegs next to the door. The men are not visible.)

- Mother: Well, Jane, that may be so but I think you should talk to your father before you answer the letter.
- Jane: You know what he'll say mother. He always says "no" when I want to do anything. With Henry its different--he's a boy.
- Mother: Yes, he's a boy, but he wants to stay home and help, not traipse off to the city. You'd better do as I say.
- Jane: Well, I'm not going to ask him. (Father comes on stage through side door quietly in back of Jane. He stands there watching the women, picking his teeth with a straw taken from a broom.) I'm going to write that letter this afternoon and tell them I'm coming.
- Father: Coming where, Jane?
- Jane: (Little shriek of surprise) OOOOOh--I didn't see you, Father.
- Father: (Dryly) I guessed that. Where you planning to go?
- Jane: I don't have to tell you. I'm 18 now and the law says--
- Father: What's the law got to do with us? I've never been one for taking family matters to court. Come on, tell me. (This kindly)
- Jane: Well---
- Mother: You'd better tell him, Jane.
- Jane: I got a letter this morning offering me a job in the city.
- Father: Who with?
- Jane: The Bon Ton Store, they'll pay me eighteen dollars a week. That's over \$900 a year.
- Father: Almost as much as I clear from the farm.
- Jane: Exactly. And it's too good a chance to pass up.
- Father: I wonder if it is. Let's sit down and figure it out. Come on-- get a piece of paper. (They sit down and he starts figuring.) First we'll put down 936 dollars, that's what you'll get. Right? ---Now over here we'll put down room rent, \$312. Meals, \$365-- if you can get them for that. (Brother strolls in and joins group.)
- Mother: She won't eat like she does at home for a dollar a day.
- Father: Then say \$60 for carfare. You'll want to come home at least twice a year, that's 12 - 24 dollars. You'll have to keep neat and dress nice in a store job. You'll spend at least \$60 for new dresses and stockings.
- Henry: What you figuring out, Pop?
- Father: Jane wants to go to the city. So far I've figured it will cost her \$821 a year out of the \$936 she'll get. That leaves a little over two dollars a week for doctor, dentist, pleasure, war stamps and the odds and ends, to say nothing of your laundry and cleaning.
- Mother: That doesn't look like such good money, Jane.
- Father: And I'll have to get a hired girl to help your mother. The cost of living is high in the city, Jane girl.
- Jane: The cost of living is high anywhere, even here.
- Henry: You're nuts. It don't cost nothing to live in the country. We grow everything we eat and sell the rest.



Jane: I know more about that price law than you do, smarty. I know its going to cut down the farm income.

Henry: It will not. How can it? We don't buy hardly anything.

Jane: We do too, silly. We buy flour..

Henry: That's price controlled.

Jane: We buy sugar...

Henry: That's controlled.

Jane: We buy gas for the truck and tractor...

Henry: That's controlled too.

Jane: Remember we grow ~~some of the~~ things that are controlled and that means we'll get less for them.

Father: That's not entirely true Jane, remember we are guaranteed parity or better.

Jane: It can't be parity or better Dad, that wouldn't be fair.

Henry: Why not?

Jane: Parity means that what we produce for sale will buy the things we need. To get more than that gives us an advantage over the other people who can't grow their food while they're making the things we'll buy.

Henry: Aw, what you going to buy anyway? All the factories are making guns these days.

Mother: I hope you two know what you're talking about.

Jane: I do Mother. I know we're in this war just as much as Joe is. Joe wears a uniform. But in this new-fashioned war, everyone, even the farm women are in. Remember the farm women in Poland who were machine-gunned by the nasties? How about the American and Phillipine and Chinese women who have been killed in China and the Phillipines by the sons of heaven? How about Mrs. Burton, sending Joe off to war. She's in it and when Henry goes, you'll think you're in it. But that's the horrible side. How about your eggs, how about our apples, the milk we sell and our garden. Those are munitions in this war.

Henry: I didn't know you could make a speech, Sis.

Jane: I'm not making a speech, I'm telling you.

Father: What has this got to do with parity?

Jane: Why ask me? Mr. Roosevelt told you over the radio what it meant. If we farmers get more than our share we're taking it away from somebody else. We're entitled to our share I suppose, but then we're not giving anything to the winning of the war. It's what we give that is going to win this war. We've got to give — not just until it hurts, but until it hurts the Axis. And when the Axis gets hurt enough, the war will be over and freedom will be safe.

Mother: Do you mean we should give through War Bonds, Jane?

Jane: That's not giving, Mother---that's just lending the government money to do some plain and fancy hurting. WE've got to give more than that. We've got to grow crops that we need but can't get any more. Even if we grow them at a loss. We've got to figure on taking a little less for our regular crops so we won't jam up the money works. We've got to feed the soldiers at the front, wherever that is, and we've got to feed the soldiers at the factories that back up the fighting men.

Father: Where did you learn all this, Jane?



Jane: Same place you did, from the radio, the paper and down at the 4-H Club. Only I've been thinking about it a lot. That's why I want to go to town and work, to help out with what I can save and send home. Only, according to you I won't be able to save.

Father: Well, maybe I figured a little high in some places to discourage you.

Jane: No, your figures are about the same as mine, and I had hoped they were wrong. I'm beginning to think they're right. Maybe I can do more here at home, helping Mother around the house, and I can take care of the garden myself and help with the milking.

Father: You're as good as a man around the place.

Jane: (Goes over and sits on Father's lap) Do you mind if I change my mind and stay home, Dad?

Father: That's what I hoped you'd do, honey.

Henry: Listen Sis----

Jane: What?

Henry: What was that thing you said---sounded something like a Red Cross slogan---

Jane: Give---'til it hurts the Axis?

Henry: That's the one. I been saving up for a motorcycle--but at that, even though they haven't got handlebars I guess a War Bond will ride easier.

Mother: What were you figuring on using for tires?

Henry: Come on Pop, let's get to work, women never could talk sense.

Curtain



## APPENDIX E

The committee that assisted in developing the suggested educational program included the following State and Federal Extension workers.

P. F. Ayer, Rural Organization and Recreation, New Hampshire.  
Miss Clara L. Bailey, Division of Extension Information, Washington, D. C.  
Don Bennett, Division of Extension Information, Washington, D. C.  
M. C. Bond, Extension Economist, New York.  
J. C. Bottum, Extension Economist, Indiana.  
Miss Ruth A. Current, State Home Demonstration Agent, North Carolina.  
Miss Dorothy Emerson, 4-H Club Leader, Maryland.  
Miss Grace E. Frysinger, Division of Field Coordination, Washington, D. C.  
Z. L. Galloway, Economics Section, Division of Subject Matter,  
Washington, D. C.  
Miss Florence L. Hall, Division of Field Coordination, Washington, D. C.  
B. L. Hummel, Rural-Social Organization, Virginia.  
Fred C. Jans, Division of Field Coordination, Washington, D. C.  
Barnard D. Joy, Division of Field Studies and Training, Washington, D. C.  
Karl Knaus, Division of Field Coordination, Washington, D. C.  
Wallace Moreland, Extension Editor, New Jersey.  
Miss Mildred B. Murphey, State Home Demonstration Leader, New Jersey.  
Chas. E. Potter, Division of Field Coordination, Washington, D. C.  
Sam Reck, Extension Editor, Iowa.  
Mary Rokahr, Division of Subject Matter, Washington, D. C.  
J. P. Schmidt, Extension Discussion Leader, Ohio.  
W. B. Silcox, Economics Section, Division of Subject Matter,  
Washington, D. C.  
A. J. Sims, Extension Editor, Tennessee.  
W. B. Stout, Economics Section, Division of Subject Matter, Washington, D. C.  
Kenneth Treanor, Extension Economist, Georgia.  
Ray A. Turner, Division of Field Coordination, Washington, D. C.  
L. M. Vaughan, Economics Section, Division of Subject Matter,  
Washington, D. C.  
Gertrude L. Warren, Division of Field Coordination, Washington, D. C.



The following list of names is given for the purpose of identifying the persons mentioned in the following list of names and their positions.

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